



Welcome to Year 3

# Reading – Accelerated reader

- ▶ ZPD and quizzing – everyday / on individual basis
- ▶ Please sign reading records every time your child has read – a short comment and signature is perfect
- ▶ Every Friday we will check reading records for reading and parent/guardian signatures
- ▶ 4 times a week reading as a minimum
- ▶ Comprehension is a key skill in Year 3. Ask lots of questions! Why? How? When? Where? Can you find a word that means ....?

# Reading Comprehension

- ▶ We have whole class reading comprehension sessions
- ▶ Key skills –
  - ▶ - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
  - ▶ - predicting what might happen from details stated and implied;
  - ▶ - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
  - ▶ - identifying how language, structure and presentation contribute to meaning;
  - ▶ - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

# Reading Comprehension cont.

In our comprehension lessons children will be focusing on these 6 key areas of reading. By focusing on these key areas we will make sure that children are understanding what they are reading and are thinking more deeply about the text.





## Captain Blackbeard

Pirates often capture the imagination. None have been as popular as Captain Blackbeard. He was just as famous when he was alive. Many people feared him. He has been made even more famous through films and books. But was he as terrifying as we are led to believe?

Blackbeard's real name was Edward Teach. He was born in 1680 and died in 1718. He wasn't a pirate for most of his life. He was probably a privateer for most of his life. A privateer owned their own ship. They would be paid by governments to fight for them in wars. It is most likely he became a pirate once the war was over.

Another feared pirate at the time was Captain Benjamin Hornigold. Blackbeard joined Hornigold's pirate crew in 1716. He was immediately put in charge of his own ship. Hornigold retired from piracy in 1717. It was then that Blackbeard became captain of his own crew.

There are a few descriptions of Blackbeard's appearance from the time. He had a long black beard. He sometimes decorated it with colourful ribbons. He was tall with broad shoulders. People who saw him said that he wore knee-length boots and dark clothing.

Blackbeard definitely knew how to scare people. He would tie candles and fuses from

### RETRIEVAL FOCUS

1. What was Blackbeard's real name?
2. When was Blackbeard put in charge of his first ship?
3. Who did Blackbeard join in 1716?
4. What did Blackbeard's flag look like?
5. Why might we not know how successful Blackbeard was?

canons into his beard and set them on fire. This would create lots of smoke for him to walk through. One person who saw him said that he couldn't imagine anything scarier. None of Blackbeard's ships had a Jolly Roger flag. Blackbeard's flags had a horned skeleton stabbing a heart with a spear. Much scarier!

Blackbeard was definitely a dangerous man. Pirates often used fake names so we may never know just how successful he really was. Aye aye captain! (Pirates never actually said this!)



### VIPERS QUESTIONS

- I Why do you think Blackbeard tied ribbons in his beard?
- V Which word tells you that people were scared of Blackbeard?
- V Find a word that tells you Hornigold gave up being a pirate.
- I Why would people have been scared seeing Blackbeard walk through smoke?
- S What happened after Hornigold retired?

# Writing

- ▶ Spellings – tests every Friday. We work on their spellings throughout the week at school too.
- ▶ Writing sessions – Write Stuff programme. Focus on richness of vocabulary and structure of text.
- ▶ Use of dictionaries and thesaurus
- ▶ Expectations of presentation leading eventually to a pen licence
- ▶ Writing for a purpose – making links throughout our curriculum

# Handwriting

## Lower case letters

abcdefghijklmnopqrstuvwxyz

## Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

## Numbers

1 2 3 4 5 6 7 8 9 0

## The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

# Pen Licence checklist

I always sit letters appropriately on / below the lines.	
I form all letters correctly starting and finishing in the correct places.	
I always write lower case letters at half the line space.	
My tall letters are always the same height.	
My tail letters are always the correct length.	
I always write capital letters in proportion to lower case letters and the same height.	
I use even spaces between words, use full stops and capital letters.	
I always join letters accurately, starting and finishing in the correct places.	

Children must achieve all of the above criteria across 10 or more pieces of work before being given a pen licence. If their work deteriorates the pen can be taken away.

# Writing Rainbow

FANTASTIC								
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking
GRAMMARISTIC								
Adverbs and adverbial phrases	Basics	Complex Sentences	Dialogue and Contracted Forms	Purpose	Paragraphs	Passive/ Active Voice	Past and Present Tense	Punctuation
BOOMTASTIC								
Onomatopoeia	Alliteration	Rhyme	Repetition	Simile	Metaphor	Pathetic Fallacy	Pun	Personification

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# Write stuff- expectation layout


Synonyms

'unseen' - hidden, conceal, protect, smuggle, hide-away, camouflage, hide

'cold' - freezing, chilly, frosty, frozen, snowy, bitter, icy

Shore words

glistening, magical, glow, starry, illumination, gleam, beaming, dazzling, shining, glittering, wonderful, shimmer



Conjunctions (contrast)

- but
- although
- Even though
- However
- Nevertheless
- Yet, still
- On the other hand

Similes

'statue' - frozen, frost tinged, bitter looking, ice covered, freezing, it the winter's moon.

'leaf' - sparkling with frost, frost tinged, crisp winter leaf, snowy covered

Fed (feeding)

- Generously, happily
- Slowly, lovingly
- Nervously, kindly

Ate (eating)

- Thankfully, greedily
- Quickly, respectfully
- Gratefully, happily

Clause

Lost... it

- it was missing home
- it felt away from safety
- it was feeling disorientated

Sad... it

- it was still unhappy
- it still felt helpless
- it was feeling lonely
- it couldn't disguise its sadness.

Wednesday 9th February 2022  
I can write effective sentences for our story

How can I be successful today?	Pupil	Teacher
1. I can use similes	✓	✓
2. I can use adverbs	✓	✓
3. I can use a range of conjunctions	✓	✓

I knew I must camouflage the thing into my parents back shed. The shed was as frost-tinged as a freezing statue in the winter's moon. I clambered up the dusty old ladder carefully and scooped up the festive decorations box. The thing opened up its mouth covered with dazzling stardust. I fed it lovingly. The thing ate it thankfully. Even though the thing had a full belly and a happy mood, it was still full of misery and had a helpless heart. I noticed the thing trying to smile.

Independent write –

# Independent writing

Planning session, then independent writing and editing sessions

Expectation by the end of the year is that Year 3 children should be writing a minimum of 3 long paragraphs, including ambitious vocabulary and joined handwriting

Most words spelt correctly.

Letters consistently joined

Uses capitals and full stops consistently, ! and ? in the correct place, speech marks and apostrophes used correctly.

Uses paragraphs appropriately, has a clear beginning, middle and end.

Uses adventurous adjectives, adverbs (including as sentence openers), powerful verbs. Is starting to use a range of noun phrases to avoid repetition.

Wednesday 11<sup>th</sup> May 2016

LO: I can write a story with descriptions of the characters and setting.

One humid day, in the Tinga Tinga rainforest a group of animals were gathered for a meeting. Some were saying "Where is Flug?" Now Flug is a tiny bug, black all over with six legs. All he did was being slow but he couldn't help it. A anteater, jaguar and parrot went to find the slow insect. They spotted him by the waterfall near where he lived. Sometimes Flug wasn't bothered to go to any meetings because he was so so so slow and he just wanders slowly off by himself.

As soon as the animals got to the clearing in the trees where the meeting was held the monkey and his friends started chatting merrily. Tall dark trees surrounded the clearing but the animals didn't mind. Leopard (the king of the animals) explained to Flug that he was too slow. "I know your majesty!" exclaimed poor Flug. "I don't know what to do about it." Flug didn't want to stay any longer he asked his best friend spider monkey to drop him off at his small burrow by the waterfall.

Secretly that night the animals held another meeting so they could decide how they could help Flug. Spider monkey suggested "I could drop Flug off by swinging through the trees." "Yeah that maybe a good idea..." said marmoset. Leopard "I know, we could wish Flug a pair of wings so she can fly, like me," said makaw. "Brilliantly," screamed hippo. "Amazing," exclaimed Leopard. "I'm going to count down and you they say we wish Flug has wings." Leopard counted down and they all said what they had been told. The early the next morning

This morning, I have been puzzled and forlon because I can't find my mum. My friends have disappeared and I can't see anything except tall green trees. Unfortunally, I have been swinging around looking for my mum on the remaining trees but there is no use I can't find anything. I feel friendless and lonely because there has been no-one or nothing to keep me company in this deforistating rainforest.

I have been looking for ages when in the distance I see a huge truck taking logs away and that makes me feel indignant and annoyed. I have been fuming as light noise because I've been so annoyed! I feel so vexed, I want to charge at it but I know they will catch me. I think I know why they are cutting my lovely rainforest down. (It's kind of a few trees, not a huge rainforest!) My lovely, green, cozy rainforest is nearly gone.

I have been watching the horrible humans take down my beautiful home but now it's all gone! All that's left are just piles of twigs and branches. I feel... outraged, speechless, unadecriable! I'm infuriated! Where will I live? What will I eat? What is happening? What will happen!...

# Maths

- ▶ Mental maths achieved through Big Maths every week / fluent in 5 daily
- ▶ Lesson structure (whole class and independent)
- ▶ Real life problem solving (Deepen it)
- ▶ Written and mental strategies (a range of methods)
- ▶ Presentation of work
- ▶ To know by heart all the times tables up to  $\times 12$  by the end of year 4 in preparation for the national multiplication check

# Morning work

Monday 11th September	Tuesday 12th September	Wednesday 13th September	Thursday 14th September	Friday 15th September
$56 + 13 =$	$63 - 21 =$	$6 \times 2 =$	$32 + 14 =$	If you went to the shop with 80p, how much would you be given in change if you spent:  50p    —  60p    —  55p    —  25p    —
$79 + 21 =$	$78 - 34 =$	$8 \times 2 =$	$57 + 11 =$	
$59 + 23 =$	$89 - 35 =$	$9 \times 2 =$	$43 + 33 =$	
$37 + 31 =$	$51 - 40 =$	$2 \times 2 =$	$77 + 21 =$	
$48 + 12 =$	$69 - 20 =$	$5 \times 2 =$	$28 + 22 =$	
$100 + 39 =$	$62 - 49 =$	$6 \times 5 =$	$100 + 24 =$	
		$8 \times 5 =$		
		$9 \times 5 =$		
		$2 \times 5 =$		
		$5 \times 5 =$		

# Big Maths.★ ★ Beat That!

60 seconds

~~24~~

$7 \times 3 =$	$2 \times 4 =$	$3 \times 3 =$	$6 \times 3 =$
$9 \times 9 =$	$7 \times 9 =$	$7 \times 4 =$	$5 \times 9 =$
$8 \times 4 =$	$3 \times 4 =$	$2 \times 3 =$	$5 \times 4 =$
$9 \times 3 =$	$5 \times 3 =$	$9 \times 4 =$	$4 \times 4 =$
$4 \times 9 =$	$8 \times 9 =$	$4 \times 3 =$	$8 \times 3 =$
$6 \times 9 =$	$3 \times 9 =$	$6 \times 4 =$	$2 \times 9 =$

## Year 3 Maths Activity Mat

### Section 1

Write the next numbers in the sequence:

53	63	73	83				
----	----	----	----	--	--	--	--

### Section 3

Use partitioning to add these numbers together.

$75 + 82 = \square$

$97 + 13 = \square$

### Section 4

Double these numbers.

$24 \rightarrow \square$

$35 \rightarrow \square$

$18 \rightarrow \square$

### Section 5

What do you need to add to these numbers to make 100?

$80 + \square$

$70 + \square$

$40 + \square$

### Section 2

Circle the largest numbers in these pairs:

256 or 265

734 or 744

312 or 321

### Section 6

A pizza is cut into 12 slices. If half of it is eaten, how many slices are left?




### Section 7

Total the coins.




### Section 8

How many minutes in an hour?



# Year 3 overview

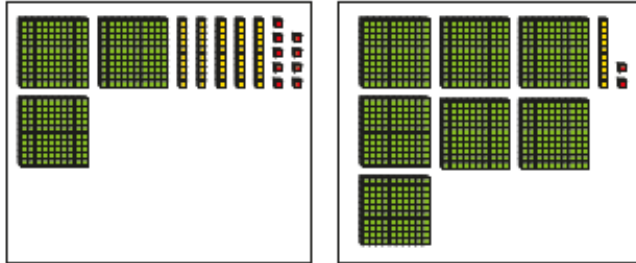
<b>Autumn term</b>	<p>Number</p> <p><b>Place value</b></p> <p>VIEW</p>	<p>Number</p> <p><b>Addition and subtraction</b></p> <p>VIEW</p>	<p>Number</p> <p><b>Multiplication and division A</b></p> <p>VIEW</p>			
<b>Spring term</b>	<p>Number</p> <p><b>Multiplication and division B</b></p> <p>VIEW</p>	<p>Measurement</p> <p><b>Length and perimeter</b></p> <p>VIEW</p>	<p>Number</p> <p><b>Fractions A</b></p> <p>VIEW</p>	<p>Measurement</p> <p><b>Mass and capacity</b></p> <p>VIEW</p>		
<b>Summer term</b>	<p>Number</p> <p><b>Fractions B</b></p> <p>VIEW</p>	<p>Measurement</p> <p><b>Money</b></p> <p>VIEW</p>	<p>Measurement</p> <p><b>Time</b></p> <p>VIEW</p>	<p>Geometry</p> <p><b>Shape</b></p> <p>VIEW</p>	<p><b>Statistics</b></p> <p>VIEW</p>	<p>Consolidation</p>

# Math examples of work

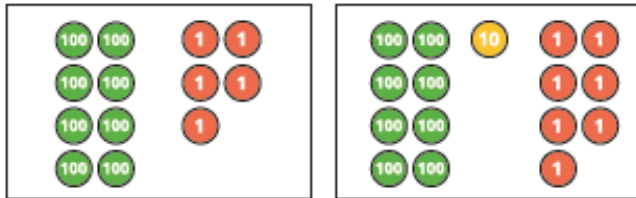
## Compare numbers to 1,000



1 Which number is smaller? Tick your answer.



2 Which number is greater? Tick your answer.



3 Tick the greater number.

H	T	O
	10 10 10	1 1 1 1 1 1 1
100 100 100	10 10 10 10 10 10 10	

4 Circle all the numbers that are greater than 350

700    396    299    167    342    400



5 Circle all the numbers that are less than 718

634    800    715    720    66    1,000



6 Write  $>$ ,  $<$  or  $=$  to make the statements correct.

a)

100s	10s	1s
2	9	5

○

100s	10s	1s
3	7	2

b)

100s	10s	1s
4	0	1

○

100s	10s	1s
4	2	6

c)

100s	10s	1s
2	5	7

○

100s	10s	1s

d) Which place value columns did you have to compare in part c)?

\_\_\_\_\_

7 Write the missing phrase.

is less than

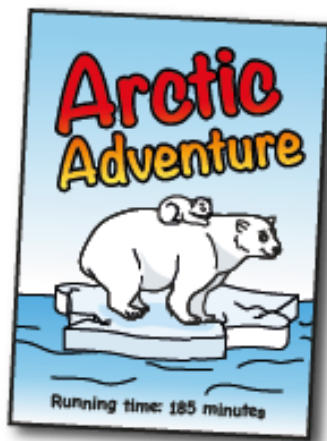
is greater than

a) 328 \_\_\_\_\_ 344

b) 916 \_\_\_\_\_ 490

c) 510 \_\_\_\_\_ 517

8 There are two films on at the cinema.



Which film lasts longer?

\_\_\_\_\_ lasts longer.

9 Write  $<$ ,  $>$  or  $=$  to make the statements correct.

a)  $176 \bigcirc 281$

e)  $1,000 \bigcirc 699$

b)  $397 \bigcirc 452$

f)  $820 \bigcirc 90$

c)  $757 \bigcirc 747$

g)  $392 \bigcirc 300 + 90 + 2$

d)  $812 \bigcirc 810$

h)  $392 \bigcirc 300 + 90 + 3$

10 What could the missing digits be?

a) 621 is greater than  $\_24$

b)  $500 < \_54$

621 is greater than  $6\_4$

$500 < 5\_2$

621 is greater than  $62\_$

$500 < 53\_$

11 Write all the possible missing digits.

a) 778 is less than  $7\_4$

\_\_\_\_\_

b) 778 is less than  $7\_9$

\_\_\_\_\_

c) 778 is less than  $77\_$

\_\_\_\_\_

# Times tables

- ▶ We will be having times table tests on Fridays each week. The children will all start with the 2 times table. They will need to get 12/12 on two consecutive weeks before moving onto the next times table.
- ▶ We will complete the times tables in the following order
- ▶ 2, 5, 10, 3, 4, 6, 7, 8, 9, 11, 12
- ▶ It is important that the children have an instant recall of times tables by the end of year 4
- ▶ Useful websites to help gain the speed are:
- ▶ <https://www.timestables.co.uk/multiplication-tables-check/>
- ▶ <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ▶ <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

Thank you for attending

▶ **Any Questions?**